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ABSTRACT

Findings from a study on system supports needed to achieve equity in higher education for black Americans are synthesized in this report. The needed support systems are identified as: (1) Federal educational policy; (2) research; (3) human resources; (4) socioeconomic/sociopolitical support; (5) higher education planning; and (6) monitoring and evaluation. Research findings point out the major problems stemming from the inadequacies of each of these social, political, and educational structures in providing the climate necessary for the advancement of black colleges and universities. The problems include an inadequate research base on issues of concern to blacks; black underrepresentation in significant decision-making processes; social and political barriers to black advancement (such as institutionalized racism, low black economic status, and intellectual conservatism); lack of effective higher education planning; and limited monitoring and evaluation relevant to black higher education. Recommendations are proposed to remedy inadequacies in each of the identified support systems. (Author/MJL)

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National Advisory Committee on Black Higher Education and Black Colleges and Universities

The National Advisory Committee on Black Higher Education and Black Colleges and Universities has issued the following reports:

(1) First Annual Report: Higher Education Equity: The Crisis of Appearance Versus Reality. (for Calendar Year 1977)

(2) Access of Black Americans to Higher Education: How Open is the Door? (January 1979)

(3) Second Annual Report (for Calendar Year 1978)

(4) Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education. (September 1979)

(5) The Black Educational Policy Researcher: An Untapped National Resource. (December 1979)

(6) The Third Annual Report for Calendar Year 1979: Overview of Committee Research (June 1980)

(7) Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978. (June 1980)

(8) Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans. Volume I (September 1980)

(9) A Losing Battle: The Decline in Black Participation in Graduate and Professional Education (October 1980)

(10) Admission and Retention Problems of Black Students at Seven Predominantly White Universities (December 1980)

Copies of all of these reports, except for the First Annual Report and the Access report, may be obtained free of charge by writing to the address given below.

The first two listed reports are out of print, but file copies are available in the Committee Staff's office.

Also, requests for the 1981 edition of the "Selected List of Postsecondary Education Opportunities for Minorities and Women," are being accepted and will be sent free of charge for as long as the supply lasts.

Requests for these publications should enclose a self addressed label and be sent to:

Ms. Carol J. Smith
Program Delegate
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Washington, D.C. 20036

NEEDED SYSTEMS SUPPORTS FOR ACHIEVING HIGHER EDUCATION EQUITY FOR BLACK AMERICANS - A SYNTHESIS DOCUMENT

An analysis, Report and Recommendations for the Establishment of National Program Objectives and System Supports Designed to Support the Achievement of Equity for Black Americans in Higher Education.

November 1980

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

U.S. DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
Washington, D.C. 20202

The Honorable T. H. Bell
Secretary
U. S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Secretary:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit this interim report on the status of higher education for Black Americans. The report, titled The Necessary System Supports for Achieving Higher Education Equity for Black Americans is mandated by the Committee's Charter to provide counsel to the Secretary in this area.

The Committee has expressed the concern on a number of occasions that consideration of the issue of Black higher education cannot take place in a vacuum... that Black higher education and the Black colleges and universities which are the chief architects of equal opportunity for Black Americans are a part of a dynamic, inter-connected system, the parts of which are mutually dependent. Failure of any component of the system results in a less than optimal functioning of the remaining components.

The report highlights research, policy, human resources, social structure of the society, higher education planning, and monitoring and evaluation as the essential systems which must react supportively with Black higher education to assure its success in meeting the needs of the Nation. The report concludes that in practically every area allied to or supportive of the advancement of Black higher education few if any viable supports are in place. The result is that little research is consistently or adequately carried out, there is no consistent national policy on Black higher education or the Black colleges and universities, Blacks are still underrepresented in significant decision-making positions at every level, the social environment of the Nation is not conducive to advancing the higher education needs of Black Americans, little effective higher education planning takes place, and monitoring and evaluation are carried out in only limited areas. The proposed remedies for these deficits can contribute significantly to the Nation's educational stability.

This report has been in process for approximately a year and a half. During that period you are probably aware that the composition of the Advisory Committee has changed. The major work of review and approval of the report thus rested with the originally constituted committee. You are referred to the document appendices for a record of the makeup of this and the subsequent committee.

We are grateful for the opportunity to draw national attention to these issues and to stimulate the necessary actions to improve the higher education opportunities for Black Americans. It is our expectation that this report and the concluding recommendations will assist the Federal government in initiating and continuing efforts for achieving this end.

Sincerely,

Elias Blake, Jr.

Elias Blake, Jr.
Chairperson

FOREWORD

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education and Welfare in 1976 to advise and make recommendations to the Secretary, the Assistant Secretary of Education, and the Commissioner of Education on all aspects of the higher education of Black Americans. Its charter was extended to June 30, 1982, by the Secretary of Education to enable the Committee to continue these important functions within the U.S. Education Department. In responding to its mandate, the Committee has developed a Plan of Action which calls for the production of various reports highlighting the status of Blacks in higher education and offering recommendations based on the findings of those reports.

Needed System Supports for Achieving Higher Education Equity for Black Americans is the most recent in a series of Committee reports which is designed to impact national education policy and to target national attention to the problems of Black higher education and the Black colleges and universities. The report addresses Goal IV Sections A, B, C, D and E and Objective Number 4 of the Committee's Plan of Action. Goal IV specifically charges the Committee to make recommendations regarding "national program objectives and system supports" specifically in the areas of research, policy, monitoring and evaluation, human resources, social systems and planning as they relate to the higher education of Black Americans.

In addition to three Annual Reports, seven research reports in the series have been issued previously:

1. Access of Black Americans to Higher Education: How Open is the Door?

   Considers the problems faced by Black Americans in obtaining entry to higher education and recommends ways in which access can be facilitated.

2. Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

   Makes the case for encouraging institutional diversity and pluralistic educational structures as a necessary vehicle for meeting the future needs of Black students and stresses the commitment that Black institutions of higher education have shown historically and continue to demonstrate to minority and low-income students.

3. The Black Educational Policy Researcher: An Untapped National Resource.

   Addresses the issues surrounding the development of a solid research and scholarship base that will be required to undergird decision-making at the State, local and Federal levels if substantial improvement of Black educational opportunity is to occur.

4. Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978.

   Provides an overview of the Nation's historically Black colleges which, increasingly, even today play a major role in the production of credentialed Black Americans.

5. A Losing Battle: The Decline in Black Participation in Graduate and Professional Education.

   Details the decline in the numbers of Black Americans in graduate and professional schools; provides a statistical profile of the deteriorating involvement of Black students at graduate and professional levels, sets forth the reasons for the numerical and proportional declines, and recommends strategies to remedy this problem and to increase Federal and institutional commitments to equity in advanced education.

6. Target Date 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume I.

   Lays out a long-range plan for increasing participation of Black Americans in higher education and enhancing the historically Black colleges and universities. It serves as the basis for a subsequent volume, now in preparation by the Committee, which will explore the details of how the recommended actions might be implemented through new or increased funding mechanisms and details costs to society if the conditions requiring attention are not addressed.

7. Admission and Retention Problems of Black Students at Seven Predominantly White Universities.

   Deals with the barriers to higher education faced by Black Americans, but focuses specifically on admission and retention problems at seven predominantly white universities.

This report presents a statistical and analytical profile of the major societal support systems which are seen as necessary to achieving equity for Black Americans in higher education and advancing the Black colleges. The lack of support for Black higher education is represented by the inadequacy of social and political structures which are essential to providing a positive and supportive climate. The problems lie in the fact that there is an inadequate research base on issues of concern to Black Americans, a failure of the Federal government to develop a consistent policy toward Black higher education and the Black colleges and Universities, the failure of affirmative action programs to equitably effect Black representation in upper level decision making positions in the private and public sectors, the absence of a sensitive and supportive social structure designed to support the socio-economic concerns of Black Americans, the absence of a consistent planning structure for higher education which includes the needs of Black higher education and the Black colleges and Universities, and the failure to provide a mechanism to

monitor and evaluate programs designed to achieve equity for Black Americans in higher education. In each of these instances recommendations are made toward effecting a more supportive system for the advancement of Black higher education and the Black colleges and universities.

The report is in fact six separate reports, each of which is a part of the total necessary system but which editorially could in fact stand on its own. Because of the wide ranging implications of the report the input of a large number of individuals was necessary. The Committee extends special appreciation to Dr. Alfred L. Cooke who conceptualized and developed the report. Contributions from the commissioned work of certain individuals contributed greatly to certain sections of the report: Dr. Faustine Jones ("Systemic Problems Affecting the Participation of Blacks in Higher Education"), Ms. Mary Roper ("Development of a Profile of Current Thinking in Higher Education Equity"), Dr. John A. Griffin et. al. ("The Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutions, Associations, and Foundations"), Dr. Barbara Love ("A Report on the Status of Black Faculty in Higher Education"), Ms. Linda Lambert (Report on the Search of Existing Data Sources on Blacks in Higher Education"), Dr. Leonard Haynes ("An Examination of the Planning Efforts of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education"), and Dr. Evalee Banks ("Policies, Practices and Monitoring Systems to Improve the Status of Blacks in Higher Education: Selected States and Institutions"). Extensive use of data and publications from the National Center for Education Statistics and the Equal Employment Opportunity Commission were essential to the preparation of this document. Likewise, the help of the Educational Resources Information Center Clearinghouse (ERIC) was invaluable in researching the literature in preparation for the research and writing the document. The Committee is similarly grateful to these individuals and organizations.

The willing help of a number of other individuals contributed to the production of the report: to JoAnn Phillips, Jacqueline Meadows, Linda Byrd-Johnson, junior researchers on the staff, for a multitude of supportive activities; Linda Lambert and Glenda Partee-Scott, Senior researchers, who critiqued the initial conceptualization and contributed ideas throughout; and to Carol Joy Smith, Program Delegate to the Committee, who supervised the successful completion and editorial preparation of the report for publication. Special thanks are due to Mae H. Carter, who typed the manuscript, and to Clifton Lambert for the design of the Committee's logo.

Elias Blake, Jr.
Chairperson

PREFACE

This document represents a synthesis of a much larger research report produced by the National Advisory Committee on Black Higher Education and Black Colleges and Universities. The larger paper lays out the detailed rationale and basis of the necessary system supports for achieving higher education equity for Black Americans. It is important that the full document be read in order to gain a comprehensive and indepth appreciation of these "system supports", however the need for a quick, ready reference to the basic conclusions of the report is appropriate for the reader who may not be able to initially study the complete volume in detail. This much excerpted pamphlet provides that summary.

TABLE OF CONTENTS

Page

Forword..... v

Preface.....viii

Table of Contents ix

Chapter 1 Introduction and Rationale..... 1

Chapter 2 The Higher Education of Black Americans--Some Parameters..... 2

Chapter 3 Federal Policy System Support..... 3

Chapter 4 Research System Support..... 5

Chapter 5 Human Resource System Support..... 9

Chapter 6 Socio-Economic/Socio-Political System Support.....11

Chapter 7 Higher Education Planning System Support.....13

Chapter 8 Monitoring and Evaluation System Support.....15

Chapter 9 Summary of Recommendations.....17

Appendix.....19

Committee Membership
Committee Charter
Committee Staff

CHAPTER I

INTRODUCTION AND RATIONALE

Black Colleges have traditionally and as a matter of record been the chief instruments of racial progress for Black Americans. Higher education of Black Americans (later referred to as "Black higher education") has come to be synonymous with improvements in the socio-economic status of Black Americans generally. Yet, Black colleges, which produce 40 percent of the Black graduates in the Nation, and Black higher education tend to receive less than equitable support of their missions either from public or private sectors. Their lack of support is represented by the inadequacy of social and political structures which are essential to providing a climate for their advancement. The problems lie in several areas:

- o an inadequate research base on issues of concern to Black Americans,
- o failure of the Federal government to develop a consistent policy toward Black higher education and Black colleges and universities,
- o the failure of affirmative action programs to equitably affect Black representation in upper level decision making positions in the private and public sectors,
- o the absence of a sensitive and supportive social structure designed to support the socio-economic concerns of Black Americans,
- o the absence of a consistent planning structure for higher education which includes the needs of Black higher education and Black colleges and universities, and
- o the failure to provide a mechanism to monitor and evaluate programs designed to achieve equity for Black Americans in higher education.

CHAPTER 2

THE HIGHER EDUCATION OF BLACK AMERICANS--SOME PARAMETERS

Several definitions are essential to the thesis of this report. These include:

- o System Supports - those extra- and intra- institutional mechanisms and structures, both private and public, which provide the wherewithall for effective facilitation of the aims of Black higher education. They generally are the base upon which any successfully functioning hierarchy is built. System supports usually can be classified under three categories: fiscal, organizational and policy.
    - o fiscal supports - financial or funding supports.
    - o organization supports - bureaucratic substructures which have responsibility for advancing the goals of a particular task oriented entity.
    - o policy - a readily identifiable mode of operating. Policy ties all system supports together so that they work toward a planned end.
- o National objectives - those fiscal, organization and policy goals which serve as a base from which decisions of consequence to the Nation as a whole are made.
    - o equity - the fair and just treatment of all members of society in their attempts to participate in and enjoy the universal pool or benefits available as a result of being members of the society. A consideration of prior treatment is an essential component of planning for the achievement of equity.
    - o higher education equity - a societal goal that aims to provide the opportunity for all students to fulfill their promise and ambitions, and to rise to whatever heights their ability, interest, and determination can reach through education. To achieve this goal, opportunity is not limited by color, sex, religious belief or family income or private circumstances.

CHAPTER 3

FEDERAL POLICY SYSTEM SUPPORT

Ideally, policy serves as a basis for action by lower levels in an organizational structure. By definition, policy should be approved by the highest applicable level in a structure. Likewise the origins of policy should be rather clear-cut and easily defined.

The process of Federal educational policy making tends to break all of these rules. It is impacted not only by the three branches of government but also by the States, a tremendous number of constituencies, and by the personal inclinations of bureaucrats at all levels within each of them.

Much of the problems inherent in policy formulation can be traced to the lack of coordinated effort by these groups.

Findings

1. The educational policy of the Nation is affected by the following major education and/or education related entities:

    a) Executive Branch/Education Department
    b) Congress
    c) Judiciary
    d) President
    e) States
    f) Education interest groups

2. By far the greatest influences on educational policy for Black Americans have come through the series of pronouncements by the Judiciary. The emphasis has been on interpretation of the law to assure equality of opportunity for all Americans. In the 84 year period beginning in 1896 with Plessy vs. Ferguson, some 28 major cases have impacted on the civil rights and educational equity rights of Black Americans.

3. The major impact of the Education Department upon Black colleges and Black higher education is through the following programs:

    a) Title III of the Higher Education Act, 1965, Developing Institutions Program
    b) Federal student financial assistance programs
    c) The adjudication in the long standing case of Adams vs. Education Department

4. Examination of responses from individuals in the numerous agencies in the Federal government suggests that

a) Policy formulation as a formalized means of agency perspective setting is found infrequently.
b) Fewer than three (3) percent of the policy makers in the Federal government are Black.
c) Policy as it affects Black higher education and Black colleges and universities is almost nonexistent.
d) Policy is most often affected by the top leadership in the agencies.

CHAPTER 4

RESEARCH SYSTEM SUPPORT

Despite the availability of significant amounts of data on Black Americans, a true picture of neither the status nor trend of Black access to higher education can be gleaned from the data now available from Federal and other sources. The lack of adequately systematized data, collected on a regular basis, poses a problem for those who desire to impact the decision-making and planning processes. Structurally such a gap parallels the "stop-go" concern with issues related to Black Americans, rather than establishing a process to produce the data as part of a formalized research function.

At least four issues have immediate relevance for the development of the necessary research system support.

- o Required Data Base
- o Necessary Research Initiatives
- o Significant Educational Policy Research
- o Necessary Total Research System

Findings

1. Data Base

   a) The majority of data on Blacks in higher education are collected by the Federal Government.
   b) Data collected most often are not disaggregated so that analysis by race is possible.
   c) No organizational structure exists which can assume responsibility for assuring that data are consistently collected, adequately utilized, sensitively analyzed, and appropriately disseminated.
   d) Most data are collected by agencies for rather limited purposes and never come together to form a total picture of the needs of Black higher education.
   e) Access figures are most frequently collected.
   f) There is no universally agreed upon set of data elements on Black higher education.

2. Research Initiatives

   Few, if any higher education research issues of importance to Blacks are explored beyond the issue of access to higher education.

3. Educational Policy Research

   Educational Policy research determines to a great extent the direction of educational policy for the Nation. The impact of individuals and groups upon the outcome and direction of such research is dependent upon their

involvement. Blacks tend not to be involved in educational policy research to a significant extent for the following reasons:

a) Inadequate training and supply of competent Black researchers. The number of doctoral degrees awarded to Blacks is still less than 3 percent.
b) Black educators are burdened with other duties, which do not allow time for research.
c) Funding sources have not been interested in or encouraging either to Black researchers or their interests.
d) Blacks have been traditionally excluded from policy making.
e) Publishers and publications tend to ignore the research and writing of Black Americans.

A Total Research System

Research, monitoring and evaluation and planning have been found to be the key concepts in the development of the mechanisms designed to promote equity not only in higher education for Black Americans but generally. If efforts at correcting the present situation are to be successful then a coordinated, systematic approach to all must be taken. Several components are essential to such a proposed system:

- affirmation of the precepts outlined in the President's directive to Federal agencies on Black colleges,
- establishment of a permanent governmental advisory group responsible for providing input into areas of concern to Black Americans,
- establishment of national research and development centers, and
- establishment of regional university research training centers.

The President's Directive - New Commitment from the Present Structures. Presently there are a significant number of both Federal and nonfederal agencies which could provide some of the necessary training and awards which would greatly improve the research system for Black higher education. As a part of an improved research system, it is essential that each of these agencies assume a major responsibility for (1) training of significant numbers of Black researchers, (2) assuring that significant levels of funding for research go to Black researchers and those interested in Black research issues, and (3) work closely with the present and evolving structures working toward equality of opportunity in research and all other areas of higher education for Black Americans. A strict adherence to the precepts of the President's Executive Order on Black colleges and universities is an appropriate beginning.

Regional University Research Training Centers. The five Regional University Research Training Centers, which are to be located at Fisk University, Hampton Institute, Atlanta University, University of California at Berkeley,* and Howard University are to serve as the academic research training arms of the research system. Each institution would be funded to set up a permanent academic institute for the purpose of training and granting masters and doctorates in research and allied research areas to Black graduate students and others interested in the research of Black education issues. Internships for students would be coordinated and conducted by the two National Centers through the Federal and non-federal agencies which have research missions.

Council of Social Advisers. The Council of Social Advisers should parallel the Council of Economic Advisers. This new Council would monitor and advise the President on the myriad social indicators which he needs to be aware of as he makes decisions. As a part of this Council there should be a six member Subcouncil of Black social scientists who would normally hold membership on the National Advisory Committee on Black Higher Education and Black Colleges and Universities. These individuals would hold dual membership on the 15 member Board of Directors of the proposed National Centers for Black Education Research and Development (described below). The 15 member Board of Directors of the National Centers would take the place of the current National Advisory Committee on Black Higher Education and Black Colleges and Universities.

National Centers for Black Higher Education Research and Development. The two National Centers for Black Higher Education are to be governed by a single Board of Governors composed of the fifteen individuals who might normally have been a part of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. The first center, the National Center for Black Higher Education Research, should be located at Howard University. Its purpose should be to conduct research to complete the research agenda outlined by this Committee. Sufficient funds should be allocated from NIE (1) to support the operations of the Center, and (2) to allow it to conduct, or have conducted the necessary research. The Institute for the Study of Educational Policy already at Howard University seems a proper place for this much expanded function.

*Note: The University of California at Berkeley, though not a Black college, is by far the leader on the West Coast in the production of Black graduate students and first professional degree graduates. It would likely have in place many of the necessary prerequisites to support such a program as outlined here.

The second center, The National Center for Black Higher Education Development, should be located at the Atlanta University Center. Its purpose should be to serve as a place for making use of the data developed by the Research Center -- to develop Black higher education materials, models, components, curricula, etc. It would serve as a technical assistance, information dissemination, and training center for Black educators and Black education nationally. Its role of advisor to the national government is crucial to the policy development process.

CHAPTER 5

HUMAN RESOURCE SYSTEM SUPPORT

Human resources are perceived as the most significant system support designed to support Black higher education and Black colleges and universities. Two reasons are suggested for this conclusion:

1. The development of human resources among Black Americans which is on par with whites is essential to attaining equality of opportunity guaranteed by the Constitution.

2. Because policy making is a process which is interest-group dominated, Blacks must be included in positions of leadership. The result will be an inherent sensitivity to the concerns of Blacks.

The essential components of the human resource system include 1) Black decision makers at the Federal, corporate, foundation and State levels; 2) Black elected officials; 3) Black academic personnel, including governing boards, administrators and faculty; and 4) Black researchers.

Findings

The following findings were apparent from an analysis of data which involved the representation of Blacks in each of these areas.

Black decision makers

1. Federal Decision Makers. Blacks exceed parity in the Federal work force at the lower grades. Representation of Blacks at the GS-14-18 grades is less than 4.0 percent in the government generally and as well as in those agencies with an education mission.

2. Foundation Decision Makers. Participation rates of Blacks in individual foundations range from 2 to 100 percent. It is estimated that this may represent an average of approximately 20 percent representation by Blacks.

Black elected officials.

1. The total number of Black elected officials today still constitutes less than one percent of all elected officials in the Nation.

Black academic personnel.

1. Institutional Governing Boards. Less than 7 percent of college trustees in the Nation are Black.

2. Higher Education Administrators. Blacks make up 7 percent of the administrators in higher education. The 104 historically Black colleges (HBC's) employ one-third of all of the Nation's Black administrators while the nearly 3,000 remaining higher education institutions employ the remaining two-thirds.

3. Higher Education Faculty. Blacks make up only 4.4 percent of all higher education faculty in the Nation. The 104 HBC's employ one-third of these Black faculty.

4. Black Researchers. Less than 4 percent of the doctorates awarded annually in the Nation go to Blacks. Few public or private agencies which indicate that they collect data on Blacks in higher education indicate that they have full-time Black researchers on their staffs.

CHAPTER 6

SOCIO-ECONOMIC/SOCIO-POLITICAL SYSTEM SUPPORT

The number of entrenched social and political issues implicit in the American society have impacted the advancement of Black higher education. Those issues might be described as the "givens" --- the reality barriers in a formula which must be mastered if affirmative economic, social, educational and political progress is to be made. These systemic problems are so much a part of the bureaucratic structure that their impact is not always apparent, but ever present.

The problems inherent in the system which work against the achievement of Blacks include:

1. Institutionalized racism
2. Lack of full participation by Blacks at legislative, policy making, program development levels
3. Low economic status
4. Declining job market
5. Deteriorating social mood of the Nation
6. Inadequate elementary and secondary education
7. Neoconservative thought
8. External and internal struggles

Findings

1. Institutionalized Racism. Whites in America still refuse to accept Blacks as social and economic equals. Their feelings have resulted in the establishment of covert and overt institutions which prevent the achievement of Blacks.

2. Lack of Full Participation by Blacks at Legislative, Policy Making and Program Development levels. Only 58 percent of the voting age Black population exercised the franchise in 1976. Education level has a direct bearing on voter participation rates.

3. Low Economic Status. Black socio-economic status, never really at a comparable level to whites, has shown a decline in the last decade. Twenty-eight percent of all Black families are poor (income less than the poverty line of $7,410 for a family of four in 1978). For higher standard of living Black families (those earning at least $25,202 in 1977) the percentage declined from 12 percent in 1972 to 9 percent in 1977.

4. Declining Job Market. The unemployment rate for Blacks is about twice that of whites, generally. Black youth employment rates have varied between three and five times that of whites since 1975.

5. Deteriorating Social Mood of the Nation. The new conservative political wave, the rise of the Klu Klux Klan, and the rejection of affirmative action --- all signal negative impacts for the advancement of Blacks in American society.

6. Inadequate Elementary and Secondary Education. Public schools are under attack from several quarters: 1) because they are failing to teach students and 2) because they are perceived as harbingers of busing. The solutions offered tend to work against the education of Black children.

7. Neoconservative Thought. The mixture of conservatism and racism in the pronouncements of certain intellectuals has at it's root the advocacy of a retrenchment of affirmative action. Neoconservative thought assumes that we have gone too far in promoting the welfare of the disadvantaged.

8. External and Internal Struggles. The external struggle involves the problems of a society which has gotten complacent--an inability to make the kind of commitment to social and political issues which was so prevalent during the 1960's. The internal struggle recognizes the malaise which has come over the generation of Black youth. The prevalence of drug addiction, increased teenage pregnancy, poor achievement on competency tests, and low reading, writing and computational skills are all symptoms of this internal malaise.

CHAPTER 7

HIGHER EDUCATION PLANNING SYSTEM SUPPORT

Statewide planning for higher education became a reality only during the last 25 to 30 years--its impetus is a case in adaptation to the changing social, political and economic climate which higher education has operated under during the past two decades. Prior to that period higher education found itself in a sellers market in which higher education institutions could be selective and could isolate themselves from actions of other institutions, even those in extreme proximity. Students, money and public respect, were plentiful.

The close of the sixties and early seventies saw all of these circumstances change. There was an actual and projected decline in the numbers of eighteen-year olds; seats went unfilled, and money began to dry up as more fiscally conservative legislators looked more closely at the true societal benefits of education; the public lost respect for educational institutions; and, perhaps most significantly, the pressure became acute to deal with and equitably respond to the higher education needs of Blacks and other minorities. Institutions found themselves in the position of having to look perceptively at the impact of their efforts in relationship to other institutions which were not only just next door but all the way down to the farthest corner of the State.

The result is that coordinated higher education planning activities prevail in most States, though the level varies significantly. The following findings concerning higher education planning resulted from a study of four States (New York, Maryland, Georgia and California). The conclusions, however, seem to be representative of higher education planning in all States.

Findings

1. In 1972 there were only two States which did not have a higher education State planning agency of some kind.

2. Adequate attention to the higher education needs of Blacks takes place most appropriately in the context of a State master plan which specifically approaches the State's policy on this issue.

3. Open admissions and liberal Federal financial aid policies work most effectively to the advantage of Blacks attempting to enter higher education.

4. Where Blacks have held positions on planning boards, significant policy initiatives on behalf of Blacks have been forthcoming.

5. The importance of significant verbal constitutencies has had great influence on the planning process in those States where significant movement has been made to the advantage of Blacks.

6. The combination of the efforts of Blacks and other minorities may prove to be the most effective means of promoting higher education needs of Blacks in the future.

7. Little initial planning for the higher education of Blacks takes place without the influence of the Federal government.

8. During litigation of former dejure segregated States, it is unlikely that students' needs will receive the emphasis they should.

9. Planning as a process will have little cognizance of the needs of Blacks without the input of influential Blacks and others sensitive to their cause.

10. State funding for financial aid to students will not reach necessary levels as long as the States are concentrating on the development of plans under litigation.

CHAPTER 8

MONITORING AND EVALUATION SYSTEM SUPPORT

The previous sections of this report have pointed out where the problems exist in the development of a system to support the survival and advancement of the historically Black colleges and Black higher education more generally. The conclusions suggest that in practically every area allied to or supportive of the advancement of Black higher education few if any viable supports are in place.

The result is that little research is done, no Federal policy exists, planning is not consistently or adequately carried out, Blacks are still underrepresented in the significant upper level positions at every level, and the social environment is not conducive to advancing the needs of Black Americans.

The proposed remedies for these problems can have significant bearing upon the future of Black higher education, but only if they are effectively implemented, evaluated and monitored.

Findings

1. There are several relevant bureaucratic entities which should be considered in gaining a picture of the present monitoring and evaluation which is relevant to Black higher education. These included efforts and mandates of:

    - o Regional accrediting agencies
    - o Professional liscensing boards
    - o The Federal Equal Employment Opportunity Commission
    - o The Office for Civil Rights in the U.S. Department of Education (formerly the DHEW)
    - o The U.S. Commission on Civil Rights
    - o The education interest groups i.e., The National Association for Equal Opportunity in Higher Education, the National Alliance of Black School Educators, the National Association for the Advancement of Colored People, the NAACP Legal Defense Fund, etc.
    - o The Federal Interagency Committee on Education of the U.S. Education Department
    - o The White House Initiative Office of the U.S. Education Department.
    - o The Federal Courts
    - o State Agencies

2. The efforts of each of these groups impact greatly on the advancement of the higher education lot of Black Americans. However, there is no coordinated monitoring effort which draws all of these efforts together.

3. The most appropriate entities for assuming responsibility for monitoring and evaluation of Black higher education efforts are the State education agencies.

CHAPTER 9

RECOMMENDATIONS

1. Policy. It is recommended that the Secretary of the Education Department seek implementation of certain race specific legislation designed to increase the possibility of attention to the needs of Black Americans, e.g., a redefinition of Title III to indicate its intended purpose for Black colleges. Further, Federal policy should be cognizant of the fact that aggregation of problems as well as proposed solutions to the problems of Blacks with other minority groups is not appropriate at this time.

2. Policy. It is recommended that the President's Executive Order on Black colleges be carried out and effectively impact the Black colleges.

3. Data Base. It is recommended that the Secretary of Education move expeditiously to seek funding for and establish two National Centers for Black Higher Education Research and Development with responsibility for advising the Secretary and the research community as to the detailed implementation of policy on national data collection on Black higher education. The two centers should be organized as described on page 7 and have the following distinguishing characteristics:

   1) Center 1 -- National Center for Black Higher Education Research located in the District of Columbia at Howard University -- responsible for research.

   2) Center 2 -- National Center for Black Higher Education Development located in Atlanta, Georgia at the Atlanta University Center -- responsible for applying research through technical assistance and serving as a place for study and planning by Black educators.

4. Research Initiatives. We recommend that funds be made available from NIE for the proposed National Centers for Black Education Research and Development to complete the research agenda.

5. Educational Policy Research

   a. It is recommended that steps be taken by the Secretary of Education to support a program to increase the pool of Black policy researchers by:

      1. establishing internships within each of the Federal research or allied research agencies to provide training to Black researchers,

      2. providing a program of funding to colleges through the appropriate arm of the new Education Department to set up programs to train Black policy researchers by establishing academic institutes at five regional college graduate institutions,

3. seeking funding through NIE for Howard University, Fisk University, Hampton Institute, Atlanta University Center, and University of California-Berkeley, to set up regional education policy research graduate programs (institutes) to train Black researchers,

4. monitoring traditional research funding sources to assure their sensitivity to the policy research interests and needs of Black Americans.

6. Total Research System. We recommend that each Federal agency commit itself to the principles outlined in the Executive Order on Black colleges.

7. Total Research System. We recommend that the Secretary of Education move as soon as possible to fund the two National Centers for Black Education Research and Development.

8. Human Resources. We recommend that the Equal Employment Opportunity Commission consider the correlation between the involvement of Blacks in all of the human resources areas and the fact of a failure to improve the status of Black Americans, and that, where appropriate, enforcement of the Civil Rights Act take place.

9. Human Resources. Because education is so significant to the advancement of Black Americans economically and socially and because the placement of Black leaders in decision making slots is essential to sensitive policy making, we recommend that the Secretary of Education examine the organizational structure of the new Department to determine if there is commitment to the placement of significant numbers of Blacks in leadership positions.

10. Socio-Economic/Socio-Political System. It is recommended that the President established a Council of Social Advisors to monitor and advise him on social issues. As a part of this group there should be a standing sub-council, which has liaison with the Council of Economic Advisers, with responsibility for monitoring the impact of socio-economic issues on the Black population.

11. Planning. We recommend that the Education Department desegregation criteria be put forward as the model for assuring that all public Black colleges are strengthened and that the Federal government adopt guidelines patterned after the Adams criteria and that such be used to assure the equitable treatment of all citizens in higher education in all States.

12. Monitoring and Evaluation. We recommend that the Federal government accept as policy that the States have major responsibility for evaluation and monitoring of equity efforts but that the Secretary of Education take responsibility for covening appropriate bodies to evaluate the suitability of OCR data forms, used in the Adams States for collecting data, as a standard format for collection of data for all States.

APPENDICES

PREVIOUS ADVISORY COMMITTEE MEMBERS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

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THE SECRETARY OF EDUCATION
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CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $130,000. Estimated person-years of staff support is ten at an estimated cost of $210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven A Minter
Acting Secretary

* U. S. GOVERNMENT PRINTING OFFICE : 1981 727-727/1688

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